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ABSTRACT

This written recruitment plan for Pennsylvania Department of Education (PDE)-funded adult basic education and literacy programs includes eight objectives, action steps for each objective, assignment of responsibility for each step, and a maintenance schedule that indicates exactly when and how often a step should be repeated. A glossary of terms defines some terms that may be producer-specific. Any supporting materials mentioned in the plan have also been provided for adaptation. The accompanying report describes how 200 copies of the plan were distributed to PDE-funded programs, along with an introductory letter and a questionnaire. Each program was asked to review the plan and, if possible, use it for a few months and then provide feedback on its effectiveness. Using a scale of 1 (poor) to 5 (excellent), the recruitment plan received an average score of 4.43 from the responses. (YLB)

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OPEN UP A LIFE.

Greater Pittsburgh Literacy Council

A Written Recruitment Plan for ABE/Literacy Programs

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Final Report
July 1994

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A Written Recruitment Plan for ABE/Literacy Programs

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Duration of Project: July 1, 1993 - June 30, 1994

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Pittsburgh, PA 15206

Funding: $4,360
Project Number: 098-4001

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Abstract

Title: A Written Recruitment Plan for ABE/Literacy Programs

Project Number: 098-4001 **Funding:** $4,360

Project Director: Karen Mundie **Phone:** (412) 661-7323

Contact Persons: Karen Mundie, Jodi Greenwald Golomb, Arlene Cianelli

Agency: Greater Pittsburgh Literacy Council

Address: 100 Sheridan Square, Pittsburgh, PA 15206

Purpose: This project proposed to disseminate a written recruitment plan to PDE funded ABE and literacy programs. This plan includes objectives, action steps, and a maintenance schedule for each activity. The project was developed to provide a model for programs to adapt for Objective 6 of the PDE's Indicators of Program quality.

Procedures: GPLC distributed 200 copies of the plan to PDE funded programs, along with an introductory letter and a questionnaire. We asked that each program review the plan and, if possible, use it for a few months, then provide feedback on its effectiveness.

Summary of Findings: Using a scale of 1 (poor) to 5 (excellent), the recruitment plan received an average score of 4.42 from the responses.

Comments: Based on the favorable response the plan received, GPLC elected to retain to format of the plan as it was distributed.

Product: A copy of the recruitment plan is enclosed.

Descriptors:

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A Written Recruitment Plan for ABE / Literacy Programs

Introduction

Indicator 6, one of the indicators of program quality developed by the PDE, states that quality programs "successfully recruit the population in need in the community." Under this indicator, programs will be expected to have a written recruitment plan documenting the various strategies they use to reach students. Many adult education programs have never written such a plan, and they will need help to develop one.

Greater Pittsburgh Literacy Council (GPLC) has institutionalized a system for recruitment of students and volunteers by creating a written plan. The plan includes eight objectives, with action steps for each of the objectives. The plan assigns responsibilities for each of the steps and gives a "maintenance" schedule that indicates exactly when and how often a step should be repeated.

In creating the plan we drew on the experience of our program director, program manager, area coordinators, public relations director, training coordinator and volunteers. The plan was then disseminated to 200 PDE programs for review.

This project was developed during PDE fiscal year 93-94 and was funded as a 353 mini-grant project by:
PA Dept. of Education
Bureau of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

Permanent copies will be on file with the two PA resource centers:

AdvancE
PA Dept. of Education, 11th FLoor
333 Market Street
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway, Rt. 8
Gibsonia, PA 15044-9644

Statement of the Problem

Indicator 6, one of the indicators of program quality developed by the PDE, states that quality programs "successfully recruit the population in need in the community." Under this indicator, programs will be expected to have a written recruitment plan documenting the various strategies they use to reach students. Many adult education programs have never written such a plan, and they will need help to develop one.

Project Goals and Objectives

The goal of this project was to disseminate to 200 PDE programs the results of our year-long effort to create a written recruitment plan. Interested programs would be able to obtain the plan which includes objectives, action steps, a schedule for implementation, and the assignment of responsibilities. Our secondary goal was to share our experience of the first year of implementation with all interested programs which elected to receive a copy of the final plan.

Procedures

By the end of June, 1993, GPLC had produced a concerted recruitment plan which would serve the needs of our agency as well as a wide range of other literacy providers. This is the first written recruitment plan in our history. We have taken all of the recruiting expertise of the individual members of our staff and put it in a format that can be shared. For example, older, more experienced staff have contributed their recruiting experience to the plan so that newer staff will have a written history to build upon.

All program staff, as well as volunteers and students, have action steps under objectives for which they are both responsible and accountable. By "having it in writing" all staff know exactly what has to be done to reach the greatest possible number of potential students and volunteers and who is responsible for doing it.

Other agencies which have a similar structure, even if they do not have GPLC's range of staff, will be able to make use of this plan either as it is or with adaptations to reflect the needs of their own programs or service areas. With the dissemination of this plan we hoped to bring some consistency into the field of recruitment and at the same time encourage agencies that wish to move toward program quality as defined in the PDE Indicators of Program Quality.

GPLC's recruitment plan was implemented in July of 1993. GPLC copied and disseminated a draft of the plan to several interested programs at the Penn-Ohio conference in November, 1993. We asked that the programs which received the plan give us the benefit of their experience by reviewing it and making recommendations. This preliminary feedback was quite positive and resulted in some language changes in the plan and the addition of a glossary, an introduction, and some notations.

The revised plan was printed and 200 copies were disseminated in early 1994, along with an introductory letter and a survey. Most of the copies were distributed in January through the regional staff development coordinators; 46 copies were distributed at the PAACE mid-winter conference during our presentation on the development of the plan. We requested that the programs review the plan and try it for a few months, then complete the questionnaire and return it to us by May 1, 1994. (See Evaluation below)

Our main objective--to print and disseminate 200 copies of our recruitment plan--has been accomplished. A copy of the recruitment plan is enclosed with this report. Our secondary objective--to share GPLC's first year's experience in using the plan--is described below. (See Conclusion and Recommendations)

Evaluation

The project was evaluated mainly through completion of a survey questionnaire. Several programs were asked through the questionnaire about the value of the dissemination of the recruitment plan. They evaluated the plan and suggested amendments to it. The amended plan, accompanied by an evaluation sheet, was distributed to 200 PDE funded programs to rate its quality and usefulness.

Using a scale of 1 (poor) to 5 (excellent), we asked respondents to rate the plan using several criteria:

• Format is easy to follow.

Result: 4.5

• Stated objectives are appropriate for a literacy organization.

Result: 4.4

• Objectives cover a comprehensive range of recruitment needs.

Result: 4.6

• Action steps are sufficiently specific.

Result: 4.1

• Overall plan provides a clear recruitment strategy.

Result: 4.5

Some of the favorable comments included:

• Easy to follow.

• Procedures are clearly stated.

• Clear definition of who is responsible.

• Format is good.

• Clear, comprehensive, easy to follow.

• Really liked the samples in back.

• The volunteer opportunities are greatly stated and well developed.

• I can tell you all put a great deal of thought into this. I hope we can do the same and adapt it to our needs. You have provided a terrific starting point for us. Thank you.

• I especially liked the samples enclosed to demonstrate the point of action and how they were tagged, easy to find. I love the volunteer opportunities enclosure!

• Your willingness to share this very complete information will certainly make my task easier. Thanks!

Some of the constructive criticism included:

• No back-up plan if recruitment is not successful.

• I believe numeric objectives are needed; when the task is assigned to all staff, the accountability process breaks down. Is it really all staff?

• Too sketchy.

• I would separate tutor recruitment from student recruitment.

• This (Objective 4) isn't practical for the numerous small programs like ours. We can manage an article in the newspaper or radio messages--that's all.

Conclusion and Recommendations

The recruitment committee reflected on all the comments given. Some programs praised the same features the others criticized, as is common in many large projects. In the end, we felt that the plan should stand as it is. The model is specific enough to provide lots of helpful recruitment ideas, yet it is broad enough to allow for adaptation.

Our own first year experience in using the plan has produced mixed results. We found the eight objectives to be relevant to our recruitment needs. The implementation dates we chose, however, were a little premature. Based on our experience, we recommend that the staff receive an orientation, then have at least one month to become familiar with the plan and develop their individual contact lists, etc. Our first implementation dates (9-10/93) were too close to the orientation (early 9/93). This created a "rushed" feeling among the staff and resulted in some individuals feeling negatively about the plan overall.
Timing is very important; marketing the plan to your staff should not be overlooked either.

For those who embraced the plan and followed the action steps, it has been a busy year:

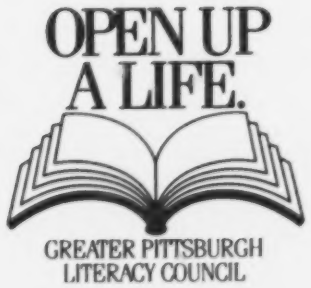
- New relationships are being built. (Obj. 1 and 6)
- A more structured system for non-tutoring volunteers was developed. (Obj. 2)
- Current students and volunteers are actively involved in recruitment efforts. (Obj. 3)
- Media and public relations action steps have been conscientiously followed. (Obj. 4)
- New speeches were written for our Speaker's Bureau. (Obj. 5)
- The staff has been trained on developing local advisory committees. We have decided to call

them (Area) Action Teams. (Obj. 7)

• A standing recruitment committee is in place to guide us through our second year. (Obj. 8)

Greater Pittsburgh Literacy Council appreciates this opportunity to share this plan with other ABE and literacy programs that work through the PDE. We hope that our process and product will become models for other adult educators to use. We welcome your questions and comments.

The GPLC Recruitment Plan



First Edition

Introduction

This plan is the product of Greater Pittsburgh Literacy Council's year-long effort to create a comprehensive strategy for recruitment of students, volunteers and tutoring sites. It will serve in compliance with PDE's Program Quality Indicator 6, and will provide our staff with written guidelines to reach out more effectively to the communities we serve.

Our recruitment plan was funded in part by a PA 353 grant so we could have the opportunity to share this model with other adult education and literacy programs. Although it was developed primarily for our large, urban council, we believe your organization can readily adapt all or part of it to create a recruitment system that will meet your local needs.

The plan includes objectives, action steps and a "maintenance schedule" for repeating each activity. It assigns each task to a specific staff person, or, in some cases, to all staff. While your organization may not have some of the staff positions mentioned, if you think of these as functional areas, you'll discover that someone in your agency does, indeed, perform these tasks.

A glossary of terms has been added to the plan to define some terms that may be GPLC specific.
These will be marked with an asterisk (*).

Any supporting materials mentioned in the plan have also been provided for your adaptation.
These will be marked with a check (√).

This recruitment plan reflects years of collective staff experience. As with any endeavor, our Directors' support was a key element in its success. The staff of GPLC is pleased to share this plan with you. We hope we've saved you some work. Let us know.

Objective I: Staff will utilize social service agencies and community organizations for referral of students and tutors:

Action Step 1: Staff will make personal contact with these agencies:

	Agency	Initial Date	Schedule of Repeating	Person Responsible
Ex.	Local Library	9 - 10 / 93	quarterly	all staff
	Welfare Office	9 - 10 / 93	quarterly	
	Foodbanks	9 - 10 / 93	quarterly	(on individual plans,
	Unemployment Office	9 - 10 / 93	quarterly	specific organizations &
	Tenants' Councils	9 - 10 / 93	quarterly	contact persons will be
	Children and Youth Services	9 - 10 / 93	quarterly	listed.)
	Women's Shelters	9 - 10 / 93	quarterly	
	Multi- Service Centers	9 - 10 / 93	quarterly	
	Even Starts	9 - 10 / 93	quarterly	

Action Step 2: Staff will send form letters (√) to these agencies:

Ex.	Rotary Clubs	9 - 10 / 93	semiannually	all staff
	Local Schools and Colleges	9 - 10 / 93	semiannually	
	Chambers of Commerce	9 - 10 / 93	semiannually	
	Y.W.C.A. and Y.M.C.A.'s	9 - 10 / 93	semiannually	
	Salvation Army	9 - 10 / 93	semiannually	
	Urban League	9 - 10 / 93	semiannually	
	Churches and Ministers	9 - 10 / 93	semiannually	
	Key Businesses	9 - 10 / 93	semiannually	

Action Step 3: Staff will place recruitment brochures (√) in these agencies:

any of the above as appropriate	9 - 10 / 93	quarterly	all staff

Action Step 4: Staff will acknowledge referrals by sending follow-up letters (√).

any of the above as appropriate	as needed	as needed	all staff

Objective Number 2: GPLC will utilize volunteers to support the work of all staff positions.

Action Step 1: Staff will provide potential volunteers with a brief description of all volunteer opportunities (√). (This can be done at the initial interview or at intake.)

Initial Date	Schedule of Repeating	Person responsible
at intake		main office receptionist, area coordinator (*)

Action Step 2: Staff will write and update job specifications for each volunteer position.

9 - 10 / 93	annually	staff as assigned, training coordinator (*)

Action Step 3: Staff will report all volunteer opportunities to the training coordinator on a volunteer request form (√).

9 - 10 / 93	monthly	all staff

Action Step 4: Volunteer "job openings" list (√) will be published in house.

9 - 10 / 93	monthly	training coordinator

Action Step 5: Staff will give updated "job openings" list to all new tutors who are not yet matched with a student.

first night of workshop 9 - 10 / 93	as needed	area coordinators

Action Step 6: Staff will give updated "job openings" list to all tutors who have indicated that they no longer wish to tutor.

9 - 10 / 93	as needed	area coordinators

Objective 3: GPLC will include volunteers and students as important members of the recruitment team.

Action Step 1: Staff will ask volunteers to take part in the recruitment effort.

Task	Initial Date	Schedule of Repeating	Person Responsible
• Put articles in area newsletters asking for recruitment volunteers.	9 - 10 / 93	four times a year	area coordinator
• Place articles in agency newsletter asking for recruitment volunteers.	9 - 10 / 93	three times a year	public relations director
• Ask volunteers to place brochures or flyers (√) in their workplace.	9 - 10 / 93	at workshop 4th night & at all volunteer events	all staff, volunteer
• Ask volunteers to hang flyers and posters in several locations in their home areas.	9 - 10 / 93	ibid	area coordinator, volunteer
• Form & maintain site recruitment team (*) headed by a site committee volunteer	1 / 94	quarterly	area coordinator, volunteer,

Action Step 2: Staff and volunteers will ask students to take part in the recruitment effort.

Task	Initial Date	Schedule of Repeating	Person Responsible
• Place recruitment related articles in every issue of the student newsletter.	9 - 10 / 93	quarterly	program manager (*) and staff of student newsletter
• Ask students to be volunteers on the area recruitment teams.	9 - 10 / 93	as needed	area coordinator/student/vol
• Ask all students to hang flyers in several locations in their home areas.	9 - 10 / 93	at each post test	area coordinator, interviewer
• Ask active students to call students on the waiting list to talk about GPLC's program.	9 - 10 / 93	at each post test	area coordinator, student, or vol.

Objective 4 : Staff will utilize the media to increase public awareness of GPLC's activities and mission.

Action Step 1: Staff will maintain contact with agencies that publish service information so that all printed information about GPLC is accurate.

Task	Initial Date	Schedule of Repeating	Person Responsible
• Establish a list of all directories and compilations of public service information and review information.	9 / 93	as needed	p.r. director

Action Step 2: Staff will place information about GPLC services, mission, and activities in local and area news sources.

Task	Initial Date	Schedule of Repeating	Person Responsible
• Place workshop information in local newspapers.	six weeks before workshop	for each workshop	area coordinator
• Place workshop information in major regional newspapers	six weeks before workshop	for each workshop	p.r. director
• Place information about GPLC's services/ needs, as well as area activities and events			
' in neighborhood / regional newspapers	9 / 93	quarterly	area coordinator
' on cable bulletins	9 / 93	quarterly	public relations director
' corporate newsletters	9 / 93	quarterly	public relations director
' church and synagogue bulletins.	9 / 93	monthly	area coordinator'
' major local newspapers	9 / 93	quarterly	public relations director
• Place psa's on local T.V. and radio.	9 / 93	quarterly	public relations director

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Objective 5: Increase the use of the Speakers Bureau for recruitment.

Action Step 1: Staff will broaden the range of topics presented by the GPLC Speakers Bureau (*) to better reflect our services.

Task	Initial Date	Schedule of Repeating	Person Responsible
• Create a recruitment speech directed to tutors and other volunteers.	12/93	annually	training coordinator
• Create a recruitment speech directed to students.	12/93	annually	staff volunteer / assigned staff
• Create a fundraising speech.	12/93	annually	executive director
• Create a speech describing workplace services.	12/93	annually	reading specialist
• Create a speech describing English as a second language services.	12/93	annually	program director
• Create a speech describing family literacy services.	12/93	annually	training coordinator

Action Step 2: Train a corp of volunteer and staff speakers.

	3/94	annually	Speakers Bureau coordinator

Action Step 3: Sponsor outside experts to speak to groups on literacy topics.

	as needed	as needed	regional coordinator

Action Step 4: Collect information on speaking opportunities.

• Establish and update a master list of speaking opportunities by collecting information from all staff and volunteers who make public presentations.	12/93	updates as needed	Speakers Bureau coordinator
• Ask current volunteers for possible speaking opportunities by advertising in GPLC and area newsletters.	3/94	quarterly & when printed	p. r. director / area coordinators

• Create a Speakers Bureau brochure	1/94	as needed	p.r. director
• Place announcements about Speakers Bureau in local news sources.	3/94	quarterly	p. r. director / Speakers Bureau coordinator
• Routinely ask for referrals to other organizations after giving a program. (Use referral cards (√))	3/94	when speeches are given	all speakers
• Send information about Speakers Bureau to all appropriate community organizations and to those who respond to advertising.	3/94	semi-annually or as needed	Speakers Bureau coordinator

Objective 6: Staff will work with influential organizations and individuals who can serve as community resource contacts.

Action Step 1: Create and update a list of names of influential contacts for each community.

--

Include State representatives, local politicians, local newspaper staff, housing authority and tenant council leaders, business leaders, religious leaders, heads of local chapters of civic and social organizations (Rotary, garden club, YMCA, YWCA, C of C, etc.), college and school officials, potential workshop sponsors, individual community activists, any other appropriate contact.

Initial Date	Schedule of Repeating	Person Responsible
4/94	semi-annually	all staff or assigned volunteer

Action Step 2: Mail GPLC cover sheet (√) and fact sheet (√) to individuals identified above and to **any other influential individuals from the list in Objective 1.**

5/94	semi-annually	all staff or assigned vol.

Action Step 3: Attend at least four community meetings per year to network and demonstrate GPLC's interest in the community.

1/94	quarterly	all staff

Action Step 4: Represent GPLC with a booth or table at community events.

1/94	semi-annually	all staff or assigned vol.

Objective 7: Staff will develop site committees for all neighborhood sites.

Action Step 1: Staff will train coordinators on the uses of a site committee (*).

	Initial Date	Schedule of Repeating	Person Responsible
	4 / 94	annually	training coordinator

Action Step 2: Staff will create a job description for site committee members. These may vary from area to area.

	1 / 94	revised annually	program manager

Action Step 3: Staff will write a mission statement for site committees.

	1 / 94	revised annually	executive director

Action Step 4: Staff will invite concerned local people to join site committees. (See objective 6 for list of influential citizens.)

	6 / 94	as needed	area coordinator

Action Step 5: Staff will send letters inviting selected area residents to an orientation meeting.

	8 - 9 / 94	as needed	area coordinator

Action Step 6: Staff will establish a self-sustaining site committee.

Task			
• The site committee will elect officers	9 / 94	annually	site committee
• The site committee will monitor the needs of the site.	9 / 94	ongoing	site committee
• The site committee will seek replacements for "retiring" committee members.	as needed	as needed	site committee
• The site committee will participate in recruitment of students and tutors.	9 / 94	ongoing	site committee

• The site committee will help to supply materials and offer technical support where feasible.	9 / 94	ongoing	site committee

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Objective 8: Staff will establish a standing recruitment committee to respond to specific area needs and to monitor the progress of the recruitment plan.

Action Step 1: Staff on the recruitment committee will continue to serve the agency as a standing committee.

Initial Date	Schedule of Repeating	Person Responsible
9 / 93	ongoing	recruitment committee

Action Step 2: Staff will meet with supervisor to assess the scope and quality of individual recruitment plans (*).

	1 /94	annually

all staff

Action Step 3: Staff will issue a survey to determine the changing recruitment needs of the agency.

6 / 94	annually	recruitment committee

Action Step 4: Staff will meet to review the recruitment needs of the agency.

7 / 94	semiannually	recruitment committee

Action Step 5: Staff will adapt the recruitment plan to reflect changing agency needs.

9 / 94	annually	recruitment committee

Glossary

Area Coordinator - The staff person responsible for all the activity in a specific geographic area. Duties include recruitment of students, tutors and tutoring sites for a section of Allegheny County; interacting with other community organizations; interviewing, testing, providing books; maintaining accurate student and volunteer records. The Area Coordinator is our "front-line" person who either performs the above tasks herself or trains volunteers to assist her.

Individual Recruitment Plan - The general plan is re-created for each staff person. It includes specific names and organizations for Objectives 1 & 6 and detailed instructions for meeting Action Steps where applicable. Adherence to one's individual recruitment plan becomes part of the evaluation process during each staff person's annual review.

Program Manager - Person who supervises GPLC's 11 Area Coordinators, assists the student newsletter staff, collects and analyzes state report forms, assists with special projects.

Site Committee - A group of influential citizens or community leaders who can advise the Area Coordinator and assist in making GPLC's program well-known in their communities. An ideal site committee would include a representative from each community served by an Area.

Site Recruitment Team - A committee consisting of Area Coordinator, students and volunteers who analyze an Area's recruitment needs, then develop and implement a plan for recruiting students, volunteers and tutoring sites.

Speaker's Bureau - A team of volunteers and staff who are trained in effective presentation skills and available to speak to business and community organizations about GPLC and various literacy topics.

Training Coordinator - Person who trains GPLC's tutors; provides staff development activities; coordinates the volunteer registration process; speaks to groups; assists on committees and with special projects.

OPEN UP A LIFE.

Greater Pittsburgh Literacy Council

100 Sheridan Square, 4th Floor
Pittsburgh, PA 15206

(412) 661-7323

Dear Fellow Service Provider:

As you are probably aware, clients who utilize social and community services often have multiple needs. If you are working with clients who are not confident of their literacy skills, we would like to help.

As the second largest Literacy Council in Pennsylvania, GPLC has both the resources and the expertise to assist adults in obtaining their literacy goals. Our East Liberty main office is supported by 11 area offices throughout Allegheny County. Each office has several tutoring sites available, or your clients may elect to be tutored at your site.

Your clients will receive a comprehensive, yet non-threatening evaluation and goals assessment, and a tailored course of instruction will be prescribed. The only fee to your clients is a request to contribute toward the cost of their main textbook (currently $5.00). We ask only that your clients' participation be voluntary and that they make a commitment to stay in the program until they meet their goals.

Another option you may want to explore is having your staff or volunteers become trained as tutors. We have formed cooperative alliances with several organizations, and we'd be happy to discuss this possibility with you.

Finally, many of <u>our</u> students have multiple needs. We are in the process of forming a databank of the resources that are available to help them. If you have a brochure or other literature describing your services, we would like to include a copy in our file.

The enclosed literature provides additional information about our range of services. Please call us if we can assist your clients or staff in any way. We look forward to working with you.

Sincerely,

GPLC Staff

(Form Letter. Obj. 1; Action Step 2)

(Recruitment Brochure. Obj. 1; Action Step 3)

ILLITERACY affects an estimated 180,000 adults in Pittsburgh and Allegheny County who cannot read or write well enough to function in our society.

As the economy changes, there are fewer jobs which nonreaders can perform successfully. Many of the unemployed cannot be retrained until they master basic reading and writing skills. The cost of this wasted human potential is staggering.

"There is a very real power gained by someone who learns to read and write..."

Undereducated adults who enroll in literacy training get far more than a basic education. There is a very real power gained by someone who learns to read and write...the power to be in control of his or her own life.

GREATER PITTSBURGH LITERACY COUNCIL, is the only organization in Allegheny County whose sole mission is adult literacy instruction and training.

The program trains volunteers from all areas of the County to teach basic reading and writing skills to adults. Volunteers tutor students on a one-to-one or small-group basis twice a week at convenient neighborhood sites.

SPECIAL PROJECTS allow GPLC to respond to the literacy needs of the community. Such programs include:

- job preparation classes
- on-site literacy training for employees of local companies
- ESL (English as a second language) training
- CDL (commercial driver's license) training
- classes for homeless adults
- services for mental health clients
- tutoring inmates at a state prison
- family literacy: training of parents together with their children

GPLC is affiliated with Laubach Literacy Action and Literacy Volunteers of America.

Professional Staff With the support of GPLC's highly trained staff, tutors are completely guided through the learning and teaching process.

Family Literacy Through GPLC's programs, adults learn to read to their children and grandchildren for the first time.

VOLUNTEERS AND STAFF of Greater Pittsburgh Literacy Council have helped thousands of Pittsburgh and Allegheny County residents. You have the power to make a difference. Here's how:

- By becoming a tutor, you can open a new world for an adult learner.
- By volunteering in a non-teaching role, you can provide essential support for our students. Some non-teaching roles include: interviewing new students, performing clerical duties, leading monthly book clubs or participating in public speaking engagements.
- By making a donation, you can help GPLC reach more students. Your gift also provides appropriate reading materials for students. Memorial gifts and gifts in honor of a friend are gratefully accepted and promptly acknowledged.
- By spreading the word about GPLC, you can reduce the level of illiteracy in Allegheny County.

We hope you'll join us in putting the power of reading and writing within reach of adult nonreaders.

Volunteering Hundreds of GPLC volunteers and students work together each year to achieve students' goals and to advance to higher levels of education.

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(Description of Volunteer Opportunities. Obj. 2; Action Step 1)

2 pages

GREATER PITTSBURGH LITERACY COUNCIL
VOLUNTEER OPPORTUNITIES

There are many ways to participate in the work of GPLC. Our goal is to provide an enjoyable volunteer experience that gives you an opportunity to express your talents and pursue your interests. Unless otherwise noted, the time commitment for each position is negotiable. The following is a brief outline of our agency's volunteer opportunities:

Tutor: Instruct a GPLC student in reading and writing skills, using methods learned in the GPLC tutor training workshop. Meet for two sessions per week, 1.5 hours per session. Position requires high school diploma or GED, completion of 12-hour pre-service workshop, and six months' commitment to tutoring.

Small Group Tutor: Instruct a group of three to eight students in reading/writing, spelling, math, or special topics. Position requires completion of 12-hour tutor training workshop, an additional three-hour workshop on small group instruction, and six months' commitment. Team tutoring is encouraged.

Book Club Leader: Organize and facilitate a book discussion group for tutors and students in your area. Select titles, plan thought-provoking questions, encourage participation. Hold regular meetings every six-eight weeks. Position requires completion of tutor training workshop, six months' tutoring experience, three-hour pre-service training and ability to team facilitate with GPLC staff.

Student Interviewer/Tester: Interview and administer intake assessments to prospective students. Retest active students at scheduled intervals. Arrange/confirm appointments for these activities. Position requires completion of tutor training workshop and three hours pre-training in interview/assessment techniques. Average commitment: one daytime or evening appointment per week.

Student/Tutor/Site Recruiter: Assist Coordinator in recruitment and site procurement activities. Serve on area recruitment team to create a recruitment strategy based on area needs. Distribute promotional materials in your area. Develop inter-agency relationships to secure tutoring and workshop meeting sites.

Library Assistant: Maintain inventory of Area Office lending library resources. Order new books/materials, receive and check shipments, maintain record of borrowers, call or send reminders regarding past-due materials.

Office Assistant: Assistance is needed at the Main Office and all Area Offices in several aspects of clerical ability. These are primarily daytime positions and may be performed by one or several volunteers:

Filing: Create and maintain files of students and volunteers.

Typing: Proofread and type correspondence, reports, proposals, cards and notes.

Mailing: Check mailing lists and prepare bulk mailings of newsletters, information packets, volunteer recognition and promotional materials.

Copying: Photocopy forms, records, instructional and workshop materials.

Recordkeeping: Maintain timely data status of state forms, quarterly reports, monthly calendars, Coordinator's master book, fundraising donor records.

Telephoning: Contact volunteers/students to confirm appointments, request information, monitor progress. Calling may be done from home, day or evening, approximately one hour per week.

Public Speaker: Learn one or more speeches on GPLC activities and serve as a member of the GPLC Speakers Bureau. Represent GPLC at community events; deliver informational presentations to outside organizations. Position requires three hours pre-training and periodic updates.

Tutor Trainer: Learn two or more workshop presentations. Assist Training Coordinator at tutor training workshops in your area. Position requires six months GPLC tutoring experience and five hours of trainer training.

Workshop Coordinator: Assist Area Coordinator in conducting successful training workshops, in-services and tutor talks. Locate/confirm meeting site, plan/provide refreshments, arrange room, greet participants.

Fundraising/Public Relations Assistant: Spread the word about the great success our adult learners are having with GPLC. Get involved with special events to support our services, such as annual Book Auction, phonathons, Allegheny County Literacy Awards, volunteer recognition events, etc.

(Volunteer Request Form. Obj. 2; Action Step 3)

REQUEST FOR VOLUNTEER ASSISTANCE

Date of Request_____ Area_____

Contact Person_____ Phone_____

Volunteer Position Needed _____

_____ Standard Duties, as listed on Job Specifications.

_____ Special Requirements (please provide a brief description)

_____

_____

Worksite (area office, home, etc.)_____

Number of Volunteers Needed for this Position_____

Needed for specific day(s) of the week?_____No _____Yes:_____

Approximate number of hours per week_____

Hours Preferred: _____ Office Hours (specify)_____

_____ Other Hours (specify)_____

_____ Volunteer can create schedule

Start Date: _____ ASAP

_____ When volunteer is available to start

_____ Other: _____

End Date: _____ Open-ended

_____ Minimum of _____ months

_____ To Project Completion Date:_____

Please call the contact person above or Arlene Cianelli, training coordinator, at 661-7323 for more information on this position.

(Monthly "Job Openings" List. Obj. 2; Action Steps 4,5,6)

VOLUNTEER "JOB OPENINGS" LIST
December 1993

Tutors and other volunteers are needed throughout GPLC. If you are interested in any of these positions, please contact your area coordinator or Arlene Cianelli, training coordinator, 661-7323, for additional information.

Individual tutors are needed in all eleven GPLC areas. Other opportunities:

Main Office: An **intake volunteer** is needed to maintain the intake files and contact prospective volunteers who have requested information.

East End: An **office assistant** with daytime availability is needed to maintain student records and administer post-tests.

A **small group math tutor** is needed for Saturday mornings.

Homewood/: Brushton: A daytime **recordkeeping assistant** is needed to collect tutors' calendars and transfer information to record books.

Wilkinsburg: **Individual and small group tutors** with evening availability are needed. If you can tutor in this area, Betty would love to hear from you.

North Side: There is an urgent need in this area for **individual and group tutors.** If you tutor in this area, Joanne would love to hear from you.

North Hills: English as a Second Language instruction is growing in this area. If you're planning to tutor in the North Hills, talk to Diane about becoming an **ESL tutor.**

West End: A daytime **recordkeeping assistant** is needed 1-2 days per week.

South Hills: A **discussion group facilitator** is needed to coordinate and lead a National Issues Forum group which will read and discuss current issues.

McKeesport: A **special events assistant** is needed to help coordinate a tutor recognition dinner to be held in April 1994.

East Suburbs: English as a Second Language instruction is growing in this area. If you're planning to tutor in the North Hills, talk to Mary about becoming an **ESL tutor.**

New Readers Need YOU

Greater Pittsburgh Literacy Council needs volunteers in the Pittsburgh Area to help teach adults to read, or to improve their reading skills.

We provide training, texts, support, and guidance. If you can help, please call us at 661-READ.

OPEN UP
A LIFE.

(Flyer. Obj. 3:
Action Step 1)

Referral acknowledgement letter: **(on letterhead)**

(Follow-up Letter. Obj 1; Action Step 4)

Thank you for referring your client,

_____, to us for assessment. Your client has been interviewed and tested. Our next step with this individual will be:

_____.

If you have a question regarding this client, please contact _____ at _____.

(It is important to send this as a letter because of confidentiality--both at GPLC and at the referring organization.)

(Speaking Engagement Referral Card. Obj. 5; Action Step 4)

Speakers Bureau referral card: **(on printed card with logo)**

Today's date _____

Name of your organization _____

How would you rate today's presentation?

_____ Excellent _____ Good _____Fair _____Poor

Do you know of any other groups who might like to hear about literacy topics?

Organization	**Contact Person/Phone**
_____	_____
_____	_____
_____	_____

Your name (optional)_____ Phone _____

_____ I would like more information about Greater Pittsburgh Literacy Council.

Thank you for your assistance and your comments!

(Cover Letter, Obj. 6; Action Step 2)

(Letter to community leaders--Objective 6)

Dear Community Leader:

Many of us share the belief that education is the key to a better life. Unfortunately, some of our fellow citizens lack the literacy skills necessary to perform functional tasks most of us take for granted. Greater Pittsburgh Literacy Council is a non-profit, volunteer-based Council working to serve those in need throughout Allegheny County.

Our eleven area offices offer a wide range of literacy services:

*** Beginning to advanced level students learn well with our one-to-one and small group literacy tutors.**

*** Foreign-born students from all backgrounds benefit from our English as a Second Language instruction.**

*** Several generations can learn together through our family literacy programs.**

*** Employers and workers both prosper with customized workplace training.**

Nearly all our services are provided free of charge or for a nominal textbook fee. We always welcome contributions, but we have another favor to ask of you:

Please assist us in your area by spreading the word about our services, referring volunteers and students, including us in community events, or serving as a local advisor on our site committee.

Our goal is to form working partnerships in all the communities of Allegheny County. Increased literacy leads to better citizenship and increased economic opportunity--factors that create a better community for all of us.

Sincerely,

GPLC Staff

BEST COPY AVAILABLE

OPEN UP A LIFE.

Greater Pittsburgh Literacy Council

100 Sheridan Square, 4th Floor (412) 661-7323
Pittsburgh, PA 15206

(Fact Sheet. Obj. 6; Action Step 2)

ILLITERACY IN ALLEGHENY COUNTY

According to the 1990 census, 212,000 adults in Allegheny County lack a high school diploma.

A survey of adult basic education and literacy programs revealed that only 5,000 - 10,000 adults are being reached each year. Only 5% of the need is presently being met.

Our records at Greater Pittsburgh Literacy Council indicate that the average literacy student:

* is 32 years old, but reads at a second grade level.
* is male (57% of literacy students are male; 43% are female).
* holds a low-level job or is unemployed.
* if working, will miss the chance for promotion because of a lack of basic skills.
* is more likely to be dependent on welfare or other public assistance.
* cannot fully participate in elections or other community affairs.
* is unable to help his/her children with schoolwork.
* is dependent upon others in many areas of life.

FINDINGS OF THE 1993 NATIONAL ADULT LITERACY SURVEY

* Forty million adults in the United States have very limited literacy skills. They have great difficulty in using printed material to get the information they need.
* Another 50 million American adults have limited literacy skills. They have difficulty in reading comprehension or in interpreting what they have read.
* There is a direct relationship between illiteracy and poverty. Forty-four percent of the adults with the lowest literacy levels are in poverty.
* There is also a direct correlation between literacy and employment. Adults who lack literacy skills worked an average of only 19 weeks a year, while the most literate adults averaged 40 to 44 weeks.
* Literacy and voting behavior are also related. Only 55% of the adults with low literacy levels voted in the past five years, while 89% of the most literate voted. Literacy enables people to participate in our democracy.